FALCON
SCHOOL DISTRICT 49
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22 June 2009

Request for Review - CC Docket No. 02-6 - CC Docket No. 96-45
Marlene H. Dortch, Secretary
Federal Communications Commission
Office of the Secretary
9300 East Hampton Drive
Capitol Heights, MD 20743

Subject: Appeal "Funding Commitment Decision Letter for Funding Year 2008" - CC Docket No. 02-6

To Whom It May Concern,

Falcon School District 49 ("applicant") is appealing the Discount Percentage Approved by Universal Service Administration Company (USAC) of 44% on the following funding requests:

Billed Entity Name:	Falcon School District 49
Billed Entity Number (BEN):	142299
Service Provider Identification Number:	143025872
Service provider Name:	Trillion Partners, Inc.
Form 471 Application Number:	627866
Funding Request Number:	1733138

Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

Billed Entity Name:	Falcon School District 49
Billed Entity Number (BEN):	142299
Service Provider Identification Number:	143025872
Service provider Name:	Trillion Partners, Inc.
Form 471 Application Number:	627866
Funding Request Number:	1741016

Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

Billed Entity Name: Falcon School District 49
Billed Entity Number (BEN): 142299
Service Provider Identification Number: 143027136
Service provider Name: iLOKA, Inc.
Form 471 Application Number: 627866
Funding Request Number: 1741700
Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

Billed Entity Name: Falcon School District 49
Billed Entity Number (BEN): 142299
Service Provider Identification Number: 143027136
Service provider Name: iLOKA, Inc.
Form 471 Application Number: 627866
Funding Request Number: 1741904
Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

Billed Entity Name: Falcon School District 49
Billed Entity Number (BEN): 142299
Service Provider Identification Number: 143027136
Service provider Name: iLOKA, Inc.
Form 471 Application Number: 627866
Funding Request Number: 1743660
Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

Billed Entity Name: Falcon School District 49
Billed Entity Number (BEN): 142299
Service Provider Identification Number: 143027136
Service provider Name: iLOKA, Inc.
Form 471 Application Number: 627866
Funding Request Number: 1743751
Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

Billed Entity Name: Falcon School District 49
Billed Entity Number (BEN): 142299
Service Provider Identification Number: 143000891
Service provider Name: Nextel of California Inc.
Form 471 Application Number: 627866
Funding Request Number: 1750550
Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

Billed Entity Name:	Falcon School District 49
Billed Entity Number (BEN):	142299
Service Provider Identification Number:	143000891
Service provider Name:	Nextel of California Inc.
Form 471 Application Number:	627866
Funding Request Number:	1750596

Decision Appealing - Funding Commitment Decision Explanation: MR1: The shared discount was reduced to a level that could be validated by third party data. <><><><><> MR2: The site-specific discount was reduced to a level that could be validated based on third party data.

In 2005 and 2006 the Census Bureau using the 2000 decennial census used the OMB "core based statistical area" to redesign the original codes due to the changes in the U.S. population and the ability to use the Topographically Integrated and Geographically Encoded Referencing system (TIGER) database. Falcon School District 49 ("applicant") is basing the appeal on site-specific locales identified by the U.S. Census Bureau and by The National Center for Education Statistics (NCES) as rural (see attached email, spreadsheets, and NCES printouts).

Falcon School District 49 ("applicant") should receive a shared discount of 46% when the nine schools are categorized as rural per NCES. The nine schools with the rural categorization are as follows:

Falcon High 10255 Lambert Road Peyton, CO 80831	CCD 2006-2007 Locale – 42 Rural-Distant
Vista Ridge High 6888 Black Forest Road Colorado Springs, CO 80923	Per email from Tai Phan – 42 Rural-Distant
Patriot Learning Center 11990 Swingline NE Road Peyton, CO 80831	building was previously called Falcon Middle School (FMS) in 2004-2005. FMS previously had rural category.FMS moved to new building and Patriot Learning Center moved into old building.
Falcon Middle 9755 Towner Ave. Peyton, CO 80831	CCD 2006-2007 Locale – 42 Rural-Distant
Skyview Middle 6350 Windham Peak Blvd. Colorado Springs, CO 80923	CCD 2006-2007 Locale – 41 Rural-Fringe
Falcon Elementary 12050 Falcon Highway Peyton, CO 80831	CCD 2006-2007 Locale – 42 Rural-Distant
Meridian Ranch Elementary 10480 Rainbow Bridge Drive Peyton, CO 80831	CCD 2006-2007 Locale – 42 Rural-Distant
Ridgeview Elementary 6573 Shimmering Creek Drive Colorado Springs, CO 80923	CCD 2006-2007 Locale – 41 Rural-Fringe

Woodmen Hills Elementary
8308 Del Rio Road
Peyton, CO 80831

CCD 2006-2007 Locale – 42 Rural-Distant

In the Third Report and Order, the FCC sought comment on the rural definition currently being used to determine the rural status of an eligible entity. Currently, an area qualifies as rural under the FCC rules for the schools and libraries support mechanism if it is located in a non-metropolitan county as defined by the Office of Management and Budget or is specifically identified in the Goldsmith Modification to 1990 Census data published by the Office of Rural Health Care Policy (ORHP). However, OHRP no longer utilizes the definition adopted by the Commission in 1997, and there will be no Goldsmith Modification to the most recent 2000 Census data. The FCC clearly understands that there is a need to define a methodology for determining rural status.

Based on the fact that the definition defined by ORHP is no longer being used by ORHP, Falcon School District 49 feels justified in requesting USAC and the FCC recognize the change in the rural designation of the afore mentioned districts.

Falcon School District 49 respectfully requests that USAC allow the nine sites in question to he categorized as rural. This in turn would change the district shared discount to 46%. Please direct all questions to myself.

Sincerely,

David Bond
Chief Information Officer
Falcon School District 49
719-495-1140
dbond@d49.org

Identification of Rural Locales

Overview

What are locale codes?
"Locale codes" are derived from a classification system originally developed by NCES in the 1980's to describe a school's location ranging from "large city" to "rural." The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Why did NCES revise its locale code system?
Two developments following the 2000 Decennial Census led to a change in NCES's locale code system. The first was the substantial improvement in geocoding technology that made it possible to locate addresses precisely, using longitude and latitude coordinates.

The second development was a change in the Office of Management and Budget's (OMB) definition of metropolitan and nonmetropolitan areas. OMB re-examines and fine-tunes basic geographic concepts and definitions after every decennial Census. The revisions following the 2000 census were more extensive than they had been in 1990 and 1980. OMB introduced a "core based statistical area" system that relied less on population size and county boundaries and more on the proximity of an address to an urbanized area.

What are the new locale codes like?
The new locale codes are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). This is a change from the original system based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes."

The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size – large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

What is the net effect of the change to an urban-centric system?
Compared to the old locale code system, the urban-centric locale codes allow more precision in describing an area. For example, there is a new category for small cities, and rural areas that are truly remote can be distinguished from those closer to an urban core. The urban-centric system places a larger number of addresses in town locales and correspondingly fewer in suburbs/urban fringe. However, the percent of schools that are in city locales does not change much with the urban-centric system. The same is true for the percent of schools in rural locales.

How accurate are urban-centric locale codes?
Geocoding technology has made it possible to know the exact latitude and longitude of about 91 percent of schools, and somewhat less precise locations for the remaining 9 percent. The TIGER database used in assigning locale codes updates information for about one-third of communities every year through the American Community Survey. These developments make today's locale codes far more accurate than was possible in the past.

How are locale codes assigned to school districts?
A school district's locale code is not assigned on the basis of the central office address. It is derived from the locale codes of the schools in the district. If 50 percent or more of the public school students attend schools with the same locale code, that locale code is assigned to the district. For example, if 60 percent of students were enrolled in schools with a "rural - distant" locale code, and 40 percent were enrolled in schools with a "town - small" locale code, the district would be assigned a "rural – distant" locale code. If no single locale code accounts for 50 percent of the students, then the major category (city, suburb, town, or rural) with the greatest percent of students determines the locale; the locale code assigned is the smallest or most remote subcategory for that category.

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Justification for New Classificatory Scheme for Locale Codes

NCES supported the Census Bureau in developing a new classificatory scheme that would improve the technical consistency, conceptual coherence, and analytic utility of geographic classifications. The previous classificatory scheme had a number of shortcomings that the redesigned framework is intended to address including: the lack of a designation for small cities, a de facto suburban classification, a substantial undercount of town school districts, an ineffective distance proxy that could not distinguish rural schools in remote, isolated areas from those nearer to urban cores, and the lack of a proximity measure for towns to urban cores.

The new framework introduces a number of changes that improve the usefulness of school and district Common Core of Data locale assignments for analytic and program purposes. Some of the key advantages that the Census Bureau identified include:

> **Urban-centric criteria:** The new typology is constructed from urban-centric rather than metro-centric criteria, and is therefore free of the artificial constraints and problems previously imposed by metro county boundaries. This change allows towns to be located relatively close to larger urban cores, and it prevents the creation of untenably distant suburbs.
>
> **GIS:** The framework relies on a geographic information system (GIS) to classify territory and then to assess the relationship of school location relative to the classified territory. This approach not only provides the ability to identify hierarchical relationships (i.e., X is located within Y), but also provides the flexibility to identify other spatial relationships (e.g., the distance from X to Z).
>
> **Suburban:** The framework provides an explicit suburban classification with clear criteria that identify a more limited and justifiable portion of urban territory

than compared with the current urban fringe categories.

Small City: The introduction of a new small city category offers much needed variation to the overly large set of midsize cities currently identified by the CCD.

Distance indicators: One of the primary advantages of the proposed locale framework is the use of explicit distance measures to identify town and rural subtypes. Unlike the previous CCD framework that differentiates towns on the basis of population size, the new typology classifies towns according to their proximity to larger urban cores. This approach considers potential spatial relationships and acknowledges the likely interaction between urban cores based on their relative locations. Rural subtypes are similar in that they identify rural territory relative to urban cores. This distinction avoids the often-misleading distance proxy based on county metro status. More importantly, the explicit distance indicators offer the opportunity to identify and differentiate rural schools and school systems in relatively remote areas, from those that may be located just outside an urban core.

Supplemental ZIP locale assignment: A final advantage of the newframework is the provision of ZIP code locales to supplement missing school assignments. Unlike the previous CCD supplemental assignment process that relies on place-matching and basic ZIP urban/rural conditions to supplement locales, the new framework directly assigns the full set of locales and subtypes to ZIP code areas based on the same process used for district locale assignments.

Commissioner Mark Schneider's Presentation to the Secretary of Education's Rural Education Task Force

- View Presentation (6.2 MB)
- Download Zipped Version (6 MB)

Metro- and Urban-Centric Locale Code Categories: Definitions and Comparison

Previous Metro-Centric Locale Codes

1 - Large City:
A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

2 - Mid-size City:
A central city of a CMSA or MSA, with the city having a population less than 250,000.

3 - Urban Fringe of a Large City:
Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

4 - Urban Fringe of a Mid-size City:
Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

5 - Large Town:
An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

6 - Small Town:
An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

7 - Rural, Outside MSA:
Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

8 - Rural, Inside MSA:
Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

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New Urban-Centric Locale Codes

11 - City, Large:
Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 - City, Midsize:
Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 - City, Small:
Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 - Suburb, Large:
Territory outside a principal city and inside an urbanized area with population of 250,000 or more

22 - Suburb, Midsize:
Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000

23 - Suburb, Small:
Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 - Town, Fringe:
Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area

32 - Town, Distant:
Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 - Town, Remote:
Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 - Rural, Fringe:
Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster

42 - Rural, Distant:
Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 - Rural, Remote:
Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Corresponding Categories	Metro-centric	Urban-centric
City	1, 2	11, 12, 13
Suburb	3, 4	21, 22, 23
Town	5, 6	31, 32, 33
Rural	7, 8	41, 42, 43

Definitions

Census-designated place – an unincorporated community (i.e., without legal boundaries) for which locale officials provide boundaries for the purpose of Census tabulations. CMSA – an area that meets the requirement to qualify as a Metropolitan Statistical Area (MSA) and that has a population of 1,000,000 or more, and the components of which are large urbanized counties or a cluster of such counties (cities and towns in New England) that have substantial commuting interchange.

MSA – one or more contiguous counties that have a core area with a large population nucleus and adjacent communities that are highly integrated by economics or socially) with the core.

Principal city – primary population and economic center of an MSA.

Urbanized areas and clusters – densely settled cores of census blocks with adjacent densely settled surrounding areas. When the core contains a population of 50,000 or more it is designated as an *urbanized area*. Core areas with populations between 25,000 and 50,000 are classified as *urban clusters*.

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State Maps: Changes in School District Rural Locale Status

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Map (512 KB)
Connecticut
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Delaware
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Florida
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Data Tables

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Table 3	Number of students in schools in rural districts identified by metro-centric and urban-centric locale code systems: School year 2003-04
Table 4	Number of Black, non-Hispanic students in schools in rural districts identified by metro-centric and urban-centric locale code systems: School year 2003-04
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Table 6	Number of White, non-Hispanic students in schools in rural districts identified by metro-centric and urban-centric locale code systems: School year 2003-04
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Go to Public Elementary/Secondary School Locale Code Files.

Go to Local Education Agency (School District) Locale Code Files.

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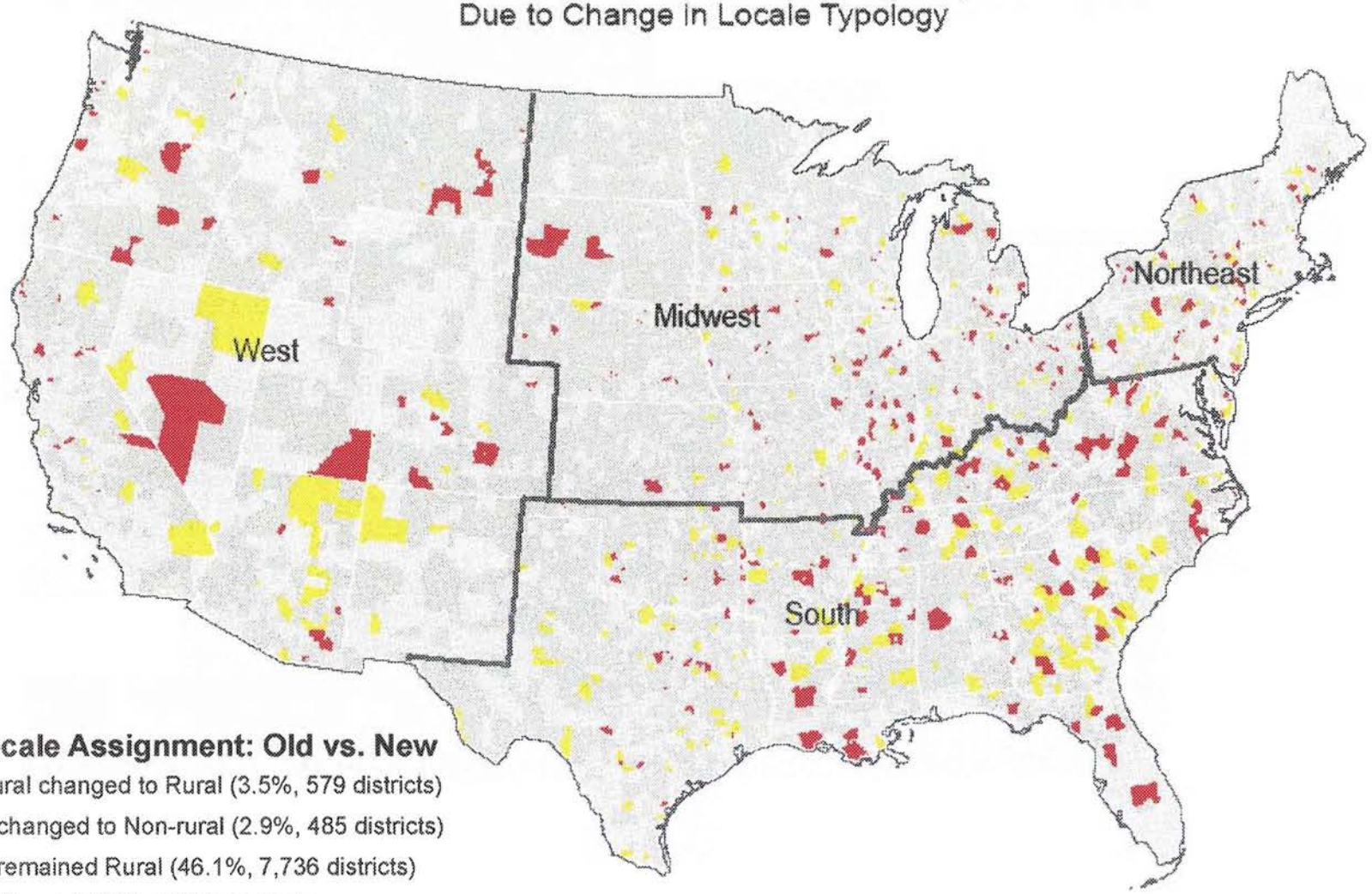
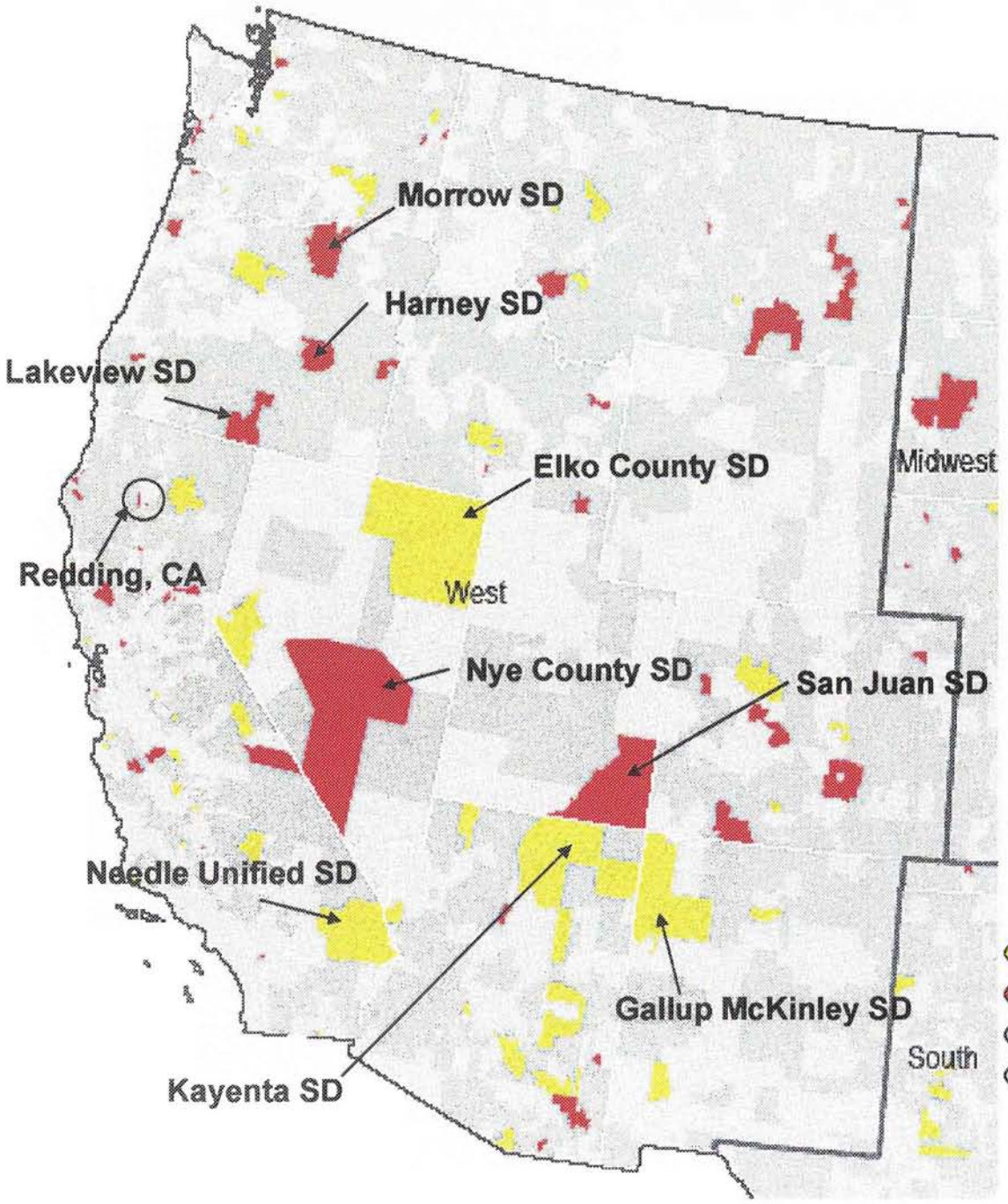
School District Rural Shifts in Census Regions
Due to Change in Locale Typology



Locale Assignment: Old vs. New

- Non-rural changed to Rural (3.5%, 579 districts)
- Rural changed to Non-rural (2.9%, 485 districts)
- Rural remained Rural (46.1%, 7,736 districts)
- Never Rural (47.5%, 7,963 districts)

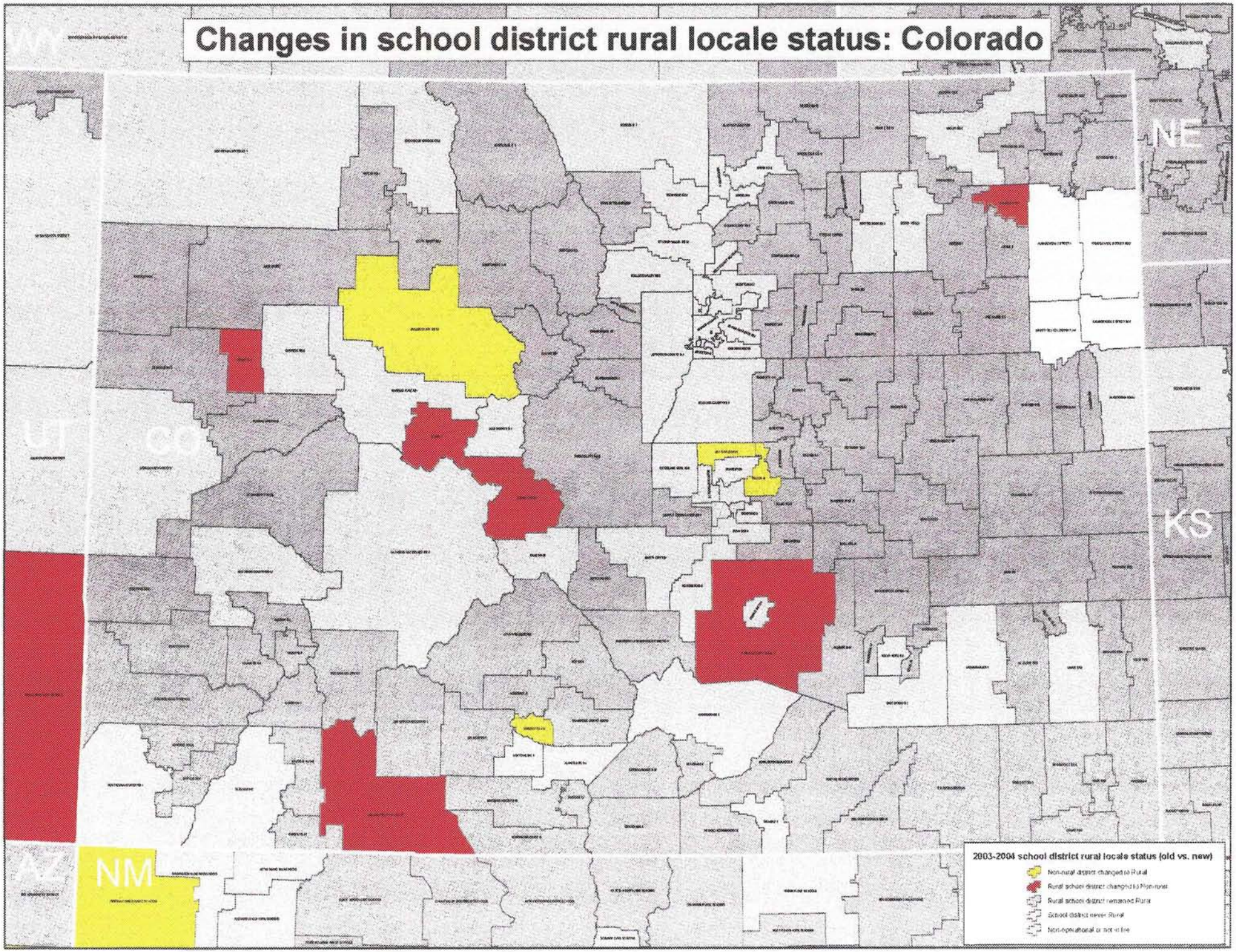


West region: School district rural locale shift

Locale Assignment: Old vs. New

- Non-rural changed to Rural (3.4%, 109 districts)
- Rural changed to Non-rural (2.4%, 76 districts)
- Rural remained Rural (46.7%, 1,488 districts)
- Never Rural (47.5%, 1,212 districts)

Changes in school district rural locale status: Colorado



For more information on the locale code typology go to the NCES web page --

http://nces.ed.gov/ccd/pdf/sl031agen.pdf

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U.S. Department of Education
Institute of Education Sciences
NCES 2006-332

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Locale Code File: School Year 2003-04

Version 1a

U.S. Department of Education
Institute of Education Sciences
NCES 2006-332

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Locale Code File: School Year 2003-04

Version 1a

March 2006

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National Center for Education Statistics

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March 2006

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Appendixes

I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Locale Code File: School Year 2003-04, version 1a

The Common Core of Data system

The Common Core of Data (CCD) Nonfiscal surveys consist of data submitted annually by state education agencies (SEAs) to the National Center for Education Statistics (NCES). School, local education agency, and state data are sent to NCES by SEA personnel who are designated CCD Coordinators. The data are edited and maintained in machine-readable data sets by NCES, and are used to produce general purpose publications, specialized reports, and web-based applications.

Locale codes

Locale codes identify the geographic status of a school on an urban continuum ranging from "large city" to "rural." They are based on a school's physical address. The urban-centric locale codes introduced in this file are assigned through a methodology developed by the U.S. Census Bureau's Population Division in 2005. The urban-centric locale codes apply current geographic concepts to the NCES locale codes used from 1986 through the present. (The original locale codes are referred to as "metro-centric locale codes" for ease of distinguishing the two systems.) The new urban-centric methodology supplements, and will eventually replace, the older locale code methodology.

Contents of the file

The 2003-04 NCES Common Core of Data Public Elementary/Secondary School Locale Code File (locale code file) contains 100,593 records, one for each public elementary/secondary school in the 50 states, the District of Columbia, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, the Bureau of Indian Affairs, and the Department of Defense Dependents Schools (domestic and overseas).[1] Each record includes five data fields: NCES School ID; school latitude; school longitude; metro-centric locale code; and urban-centric locale code.

II. User's Guide

Comments about the data file

This file includes all but one of the schools for which there are records on the *NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2003-04, Version 1a.* Both files contain the NCES school ID variable, which can be used to match the files. The locale code file excludes one school that was reported in the original metro-status locale code file but not included in the urban-centric file, and two schools found in the original urban-centric file but not the metro-centric file were excluded. Therefore, a total of three schools that appear in one, but not both, of the source files were excluded from this current file.

[1] One school found in the *NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2003-04, Version 1a* was deleted from this file because it was not assigned a locale code.

The resulting file includes latitude, longitude, and locale codes for all but one of the 100,593 schools. Locale codes were assigned to schools in the 50 states, District of Columbia, Bureau of Indian Affairs, and Puerto Rico. The file does not include these geocode data for any school in the Department of Defense Dependents Schools or any of the other jurisdictions except Puerto Rico.

All of the information contained in the locale code file is added by the U.S. Census Bureau, which acts as NCES's agent in the CCD survey collections. That is, none of the data items on this file is reported by the states.

Comments about the data fields

Data users should be aware of certain conditions regarding each variable on the file. The code in parentheses before the variable name indicates the field name, which is also referenced in Appendix A—Record Layout.

(NCESSCH) NCES school ID. Each record includes a unique 12-character identifier for the school. The first two characters are the Federal Information Processing Standards (FIPS) code for the state or other jurisdiction. A list of state and other jurisdictions and the associated FIPS codes appears at the end of this documentation.

Characters 3 through 7 identify the local education agency responsible for the school. This includes charter school agencies as well as regular public school districts. When combined with the state FIPS code (characters 1 and 2) this segment provides a unique identifier for each local education agency.

Characters 8 through 12 identify the school within the local education agency. When combined with the state FIPS code (characters 1 and 2) and the local education agency identifier (characters 3 through 7) the resulting 12-digit code provides a unique identifier for each local education agency.

(LATCOD) Latitude. The value of LATCOD ranges from 18 to 70.7. The first 2 digits of the code represent the number of degrees from the equator; the third character is an explicit decimal; and the last six digits represent the fraction of the next degree carried out to six decimal places.

(LONCOD) Longitude. The value of LONCOD ranges from -64 to -177. The first character in the field is a minus sign (-). The next three digits of the code represent the number of degrees from the prime meridian; the fourth character in the field is an explicit decimal; and the last six digits represent the fraction of the next degree carried out to six decimal places.

(MLOCALE) Metro-centric locale

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools (overseas) were not assigned a locale code because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. They are identified with a locale code of "N" to indicate the variable is not applicable.

MLOCALE is shown as not applicable on the records of the 2,200 closed schools in the file. (The CCD retains schools on the file for 1 year after they have been closed.)

Locale is a 1-digit code ranging in value from 1 to 8 that indicates the location of the school relative to populous areas. The methodology used to assign locale codes was updated to incorporate the location address field added to the CCD with the 1998-99 collection. Beginning with the 2002-03 CCD, the methodology was updated to incorporate 2000 Census population and geography information. The methodology for assigning locale is provided at the end of this section. The 8 metro-centric locale codes are defined below.

1 = Large City: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.

2 = Mid-size City: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.

3 = Urban Fringe of a Large City: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.

4 = Urban Fringe of a Mid-size City: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA of a Mid-size City and defined as urban by the Census Bureau.

5 = Large Town: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

6 = Small Town: An incorporated place or Census designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

7 = Rural, outside Core Based Statistical Area (CBSA): Any incorporated place, Census designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.

8 = Rural, inside CBSA: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau.

(ULOCALE) Urban-centric locale

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools (overseas) were not assigned a locale code because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. The Department of Defense

Dependents Schools (domestic) were not assigned locale codes because it is not legal to do so.

The 12 urban-centric locale code categories are defined below.

11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

A. Methodology

The metro-centric and urban-centric locale code methods employ similar logic, but differ in the way that locale codes are assigned. This section describes the locale assignment for each of the two methods.

Metro-centric locale code assignment

NCES created locale code for general description, sampling, and other statistical purposes. It is based upon the location of school buildings, and in some cases may not reflect the entire attendance area or residences of enrolled students.

Starting with the 2002-03 CCD file, the methodology was updated to incorporate 2000 Census population and geography information (e.g., using Consolidated Statistical Area/Core Based Statistical Area—CSA/CBSA—geographical entities instead of Metropolitan Statistical Area, or MSA, entities). These changes in the methodology affected the locale code assignments. For example, a school might now be assigned to a Micropolitan CBSA although it had been in an MSA on the 2001-02 CCD file. ZIP Code Tabulation Areas (ZCTAs) were introduced in the 2003-04 file to further refine the locale code assignment process for schools with addresses that could not be matched to a Census block and tract. ZCTAs are generalized area representations of U.S. Postal Service (USPS) ZIP Code service areas. Each one is built by aggregating the Census 2000 blocks, whose addresses use a given ZIP Code, into a ZCTA that gets that ZIP Code assigned as its ZCTA code. They represent the majority USPS five-digit ZIP Code found in a given area.

Locale codes were assigned based on the classification of the place in which each school is located. First, the CCD file was checked for the existence of location addresses. Records missing the location address were coded based upon the mailing address.

The addresses were then extracted and run through a program to match them to Census TIGER® files. This match process produced geographic information that was used in the two methodologies that determine the locale code.

Some state coordinators may have also provided an INOUT flag to indicate whether a school is located inside or outside the city or town (incorporated place) limits. These flags were provided for schools that could not be matched to the block level, in order to improve the accuracy of the geographic information that resulted from the Census TIGER® file match program. The complete methodology for schools not matched to the block level is considered the "old" methodology and is described in more detail following the "new" methodology description below.

Addresses that could be matched to a Census block could be coded with 100 percent accuracy. The remaining addresses could not be assigned Census block information, and, thus, their associated locale codes had to be calculated using the old methodology. The new metro-centric locale code methodology works as follows:

1. Each address was checked for level of coding. Addresses that could not be coded to the block level were separated out for application of the old methodology.

2. The remaining addresses were checked for an incorporated place code.

3. If the address had an incorporated place code, the unit was matched to a list of principal cities of metropolitan areas. Addresses that matched this list were placed, and an assumption was made, to primarily serve a principal city of a metropolitan area. The 2000 Census population size of the city was used to determine whether the unit was assigned a locale of "1" or "2."[2]

4. At this point, the remaining addresses were evaluated for characteristics for assignment to a metropolitan area. The units in a metropolitan area were checked for urban/rural character. Units that were determined to be rural were assigned a locale code of "8." The remaining units were then assigned a locale code of "3" or "4" based on the population size of the principal city of the metropolitan area in which they were situated.

5. All remaining units (i.e., those in an incorporated place that were not in a metropolitan area) were then matched according to the population size of that place. Units located in cities with a population of 25,000 or greater were assigned a code of "5." Units located in cities whose populations fell between 2,500 and 24,999 were assigned a code of "6."

6. Remaining units were coded as "7."

The units that could not be matched to the Census block level were coded using the old methodology. The old methodology is:

1. Units were checked for an incorporated place code. Those that matched the principal city code of a metropolitan area were coded as "1" or "2" based on the population size of the city.

2. Units were then checked for metropolitan area status. Those units that were determined to be inside of a Metropolitan Area (MA) with an urban status were coded as "3" or "4" based on the population size of the MA. Units coded as a "3" or "4" using this old methodology were then examined by ZCTA. Units residing in ZCTAs that were 25 percent or less urban were recoded as "8" and units in places deemed mixed urban/rural areas within rural ZCTAs were recorded as "8." Units within an MA with a rural status were coded as "8."

3. The remaining units situated in an incorporated place were then matched to the population size of those places. If their populations were 25,000 or greater, the units were assigned a code of "5." The units with a population between 2,500 and

[2] Locale codes are 1, Large City; 2, Mid-size City; 3, Urban Fringe of a Large City; 4, Urban Fringe of a Mid-size City; 5, Large Town; 6, Small Town; 7, Rural, Outside CBSA; 8, Rural, Inside CBSA.

24,999 were assigned a code of "6." Units within a Metropolitan Statistical Area having a rural characteristic were coded as "8."

4. Remaining units that had sufficient addresses were assigned a code of "7."

5. Units that had critical missing address information had their locale codes pulled forward from the previous survey (where they existed.)

6. Finally, units that could not be assigned a code under either method, or if they had no city, were assigned a code of "N."

Department of Defense Dependents Schools (overseas) were assigned a code of "N." Units located in other jurisdictions were assigned a code of "N" because the geographical and governmental structure of the areas do not fit into the definitional scheme used to derive the codes.

Urban-centric locale code assignment

The urban-centric locale system is constructed from the same set of standard geographic concepts as the metro-centric system, but it prioritizes an urban approach that combines size and distance from an urbanized area.

Territory assignment. The first and most critical step of the school locale assignment process was to assign locales and subtypes to the full extent of U.S. territory and Puerto Rico. Locales were not provided for U.S. island territory (Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands). A geographic information system (GIS) was used to evaluate the various spatial data layers according to the distance criteria reflected in the 12 urban-centric locale categories defined previously. Distances for Town and Rural subtypes were based on straight-line or Euclidean distance. Although this simple geometric measure does not account for the presence or absence of road networks that may offer point-to-point drive time estimates, it is also unaffected by short-term changes to the transportation infrastructure that could cause significant fluctuations in those estimates. More importantly, the geometric distance provides data users with a simple and familiar concept that is analytically useful and relatively easy to implement. The basic unit for these distance indicators—2.5 miles—was borrowed from the Census Bureau's criterion for connecting densely settled non-contiguous territory to a qualifying core of an urbanized area or an urban cluster during the urban delineation process (officially referred to as a 'jump'). Distances used to define locale subtypes are simple multiples of the basic distance unit (i.e., 1x, 2x, 4x, and 10x for Rural; 4x and 14x for Towns).

School assignment. The process for assigning new school locales was conceptually straightforward. First, the territory of the U.S. was classified according to the proposed locale and subtype criteria. Second, schools were spatially integrated with the territory based on school geocodes. Third, the schools were assigned a locale and subtype based on their location (i.e., they received the same assignment given to the territory where they were located). In cases where school geocodes were unavailable, supplemental locale and subtype assignments based on the locale and subtype assigned to the ZIP code area